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ABSTRACT

This guide is intended to help adult education programs establish family literacy programs and create Family Learning Centers in Cleveland Public Schools. The information should assist program coordinators in developing educational components that offer activities to raise the self-esteem of the parents and provide them with the knowledge and basic skills needed to foster educational excellence in their children. Part I describes the cooperating programs--the Adult Basic Education/General Educational Development program and the Family Life program. Part II discusses the Family Literacy Project and its components. It describes the four implementation sites and the structure of the Family Learning Centers at these sites (Alfred A. Benesch Elementary School, Anthony Wayne Elementary School, Central Neighborhood Opportunity Center, and the West Side Mental Health Center). Staff development activities are addressed. Part III presents final reports and recommendations. Program objectives and accomplishments are listed. A final statistical report and parent behavior report are included. Recommendations address the need for marketing, good teachers, a well-organized curriculum, teacher preservice and inservice training, and ongoing evaluation. Appendixes, amounting to over two-thirds of the guide, include an overview of the Bromwich interactional approach/system for working with parents and children; case study reports; sample lesson plans with objectives, method of presentation, materials, learning outcomes, and handouts; and a list of curriculum resources. (YLB)

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CLEVELAND PUBLIC SCHOOLS'

OFFICE OF ADULT AND CONTINUING EDUCATION

FAMILY LITERACY PROJECT
LEARNING CENTERS
FOR
PARENTS AND CHILDREN

A RESOURCE GUIDE

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ADULT BASIC EDUCATION
FAMILY LITERACY PROJECT

LEARNING CENTERS FOR PARENTS AND CHILDREN

A RESOURCE GUIDE

Cleveland City Schools
Office of Adult and Continuing Education

This project was supported by the United States Department of Education and the Ohio Department of Education with funds provided under Section 353 of the Adult Education Act, P.L. 100-297 as amended. The opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Ohio Department of Education, and no official endorsement by these offices should be inferred.

June, 1989

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Division of General Education

OFFICE OF ADULT AND CONTINUING EDUCATION

FAMILY LITERACY PROJECT

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INTRODUCTION

The Cleveland Public Schools' Office of Adult and Continuing Education piloted a Family Literacy Project for urban parents during the 1988--89 school year . Family Learning Centers were developed as part of the Adult Basic Education Program in cooperation with the Family Life Education Program. The project was funded by the Ohio Department of Education, Division of Educational Services and the United States Department of Education with funds from Section 353, The Adult Education Act P.L. 100-297 as amended.

During the past 140 years, the Cleveland Public Schools' Office of Adult and Continuing Education has continuously responded to the educational needs of adults in Greater Cleveland. Through the years, the programs, course offerings, and locations have been expanded or changed in an effort to meet the many demands of an ever changing society.

Current educational offerings through the Adult and Continuing Education Office include: Adult Basic Skills, English As A Second Language, Citizenship Preparation, General Educational Development Preparation and Testing, Family Life Education, High School Diploma program, a Work-Study Alternative High School Program, part-time adult vocational courses and Pharmacology for Licensed Practical Nurses. Specific courses have been offered on a regular basis to meet the diverse personal and social needs of the community. A parent-oriented curriculum has been included as a part of the Adult Basic Education Program for many years to assist students in their role as parents. The state sponsored Family Life Program has been a leader in the field of parenting education since 1968, providing instruction to disadvantaged families in Cleveland. Since both programs were already involved in aspects of parenting and working with families, it was a very natural undertaking to combine resources to pilot a Family Literacy Project.

The Family Learning Center program evolved through this effort. It was designed to help parents develop educational skills which would prepare them to improve their own lives and lead to the creation of home environments which foster communication, learning, and self-fulfillment for all family

members. The curriculum developed in the Family Learning Centers provided basic educational skills, General Educational Development preparation and English As A Second Language training for parents according to their individual needs. Parenting, child development, language and reading development, and other topics of interest to parents were integrated into the Adult Basic Education Program.

An educational program for pre-school children was provided while parents attended classes. Parent and child activities were combined for meaningful family experiences. Both teachers and child care aides modeled appropriate behavior for the parents and encouraged parents and children to interact in a positive, learning atmosphere.

It is the desire of the staff and teachers of the Adult Basic Education and the Family Life Education Programs to provide information in this resource guide which will help other adult education programs to establish Family Literacy programs and create Family Learning Center. The information contained here should assist program coordinators in developing educational components which offer activities to raise the self-esteem of the parents and provide them with the knowledge and basic skills needed to foster educational excellence in their children.

PART I

DESCRIPTION OF COOPERATING PROGRAMS

ADULT BASIC EDUCATION/GENERAL EDUCATIONAL DEVELOPMENT

Adult Basic Education is an educational program designed for adults who wish to improve their basic academic skills. Free classes are provided in reading, writing, language and mathematics. Classes are also offered which help immigrants and refugees learn to speak, read, and write English as their second language. A life skills curriculum provides knowledge which is immediately applicable to every day activities and responsibilities.

Classes are offered both day and evening in more than fifty neighborhood locations throughout the city including Neighborhood Centers, churches, recreation centers, schools, Metropolitan Housing Estates and on college campuses. The instructional format consists of individualized instruction as well as small and large group activities. The individualized instruction allows students to begin where they are, and progress at their own pace. Consideration is given to students' particular learning styles when implementing the instruction. This individualized approach makes it possible for adult students at all levels from non-reader to secondary level to enter classes and have their educational needs met. The small and large group sessions allow students the opportunity to interact with peers and to improve their interpersonal and communication skills.

When students in Adult Basic Education classes have attained at least a ninth grade reading/language level and a comparable mathematics achievement level, they may begin more specific preparation for the General Educational Development (GED) Examination for a high school equivalency certificate. Instruction is provided in reading, writing, social studies, science and mathem- matics. Students progress through the curriculum until the student's test results from a GED Practice Test indicate that he/she is adequately prepared to take the GED Examination. After the GED examination is successfully completed, the adult GED graduate receives a high school equivalency certificate which may be used to qualify for higher education or employment. Many students in ABE and GED classes consider their new skills and increased self esteem as stepping stones to personal fulfillment and a

means to a more satisfying life for themselves and their families.

Adult Basic Education and General Educational Development classes are supported with state and federal funds provided through the Ohio Department of Education, Division of Educational Services.

FAMILY LIFE PROGRAM

The Cleveland Family Life Education Program was established in 1968. It is part of a state-wide network of eleven Family Life Programs in urban and rural areas in Ohio. In the beginning, adult home economics classes were developed for the young, urban homemaker. Over the years the program has expanded from 2 sites and 4 classes a week to 32 different sites and 55 to 60 classes per week. The curriculum now includes: Life Skills (sewing, food & nutrition, first aid, safety in the home and consumerism); Parent Education; Human Development; and Leadership Training workshops for community leaders and parents; Entrepreneurship and a new job training class in Child Care Services.

This program is funded with federal monies provided through the Carl D. Perkins Vocational Education Act and the Ohio Department of Education, Vocational Education funds. The program is free to adult participants. A nursery is provided for preschool children of participants and hot school lunch is available. A school readiness curriculum is offered in these nurseries. The main centers are in Metropolitan Housing complexes in space provided by Cleveland Metropolitan Housing Authority (CMHA). Other classes are held in schools, churches, community centers and health clinics.

PART II

THE FAMILY LITERACY PROJECT

THE FAMILY LITERACY PROJECT

INTRODUCTION

The Cleveland Public Schools' Family Literacy Project was developed and implemented by the Office of Adult and Continuing Education. The project was based on the premise that parents who are literate and have an understanding of positive parenting techniques are more likely to be successful in motivating their children to pursue and fulfill educational goals. To accomplish this goal, the Adult Basic Education and Family Life programs of the Adult Education office, combined together to create Family Learning Centers and jointly offer classes to parents and their children. Goals and objectives were identified which were used to guide teachers in the development of learning activities for individual classes. These goals, objectives, and activities are outlined in the chart on page 16. In the Family Learning Centers parents learned about child development, the importance of play, improved their academic skills, developed better communication skills and effective discipline techniques. Each of the centers offered aspects of the ABE and Family LIfe programs as described below.

DESCRIPTION

Adult Basic Education/GED Test Preparation

The unique design of the Family Learning Centers enabled parents to pursue their individual educational goals while participating in parenting classes. Time was set aside for basic reading and language instruction for parents who were interested in improving their academic skills. Through individualized instruction, parents developed their skills by reading a variety of books, pamphlets and articles. Some books were Adult Basic Education textbooks, but more of the reading materials were chosen by teachers because of their relevance to parenting and family living. Students participated in language exercises and wrote about the reading topics. Parents whose stated goal was to take the General Educational Development (GED) Test for high school equivalency spent their individualized

instructional sessions preparing for the test. Curriculum materials specifically designed for test preparation were available to these students.

Parents who were learning to speak English as their second language spent their academic instructional time learning to speak, read, and write English. The sessions were individualized so that parents were able to study at their own level. Greater emphasis was placed on reading than is the case in other ESL classes. The parents learned comprehension through stories and reading exercises in a reading textbook series. The curriculum included parenting as well as every day situations and topics.

Family Life/Parent Education

The goal of the Family LIfe Education parent education classes is to enhance the total development of parents and to expand their positive parenting skills, resulting in increased self confidence. With this goal in mind, Family LIfe Education teachers conducted a two-hour session each week and worked with the ABE teacher to enhance parents' ability to develop activities which nurture their child's social , emotional, intellectual, and physical development. Through the Parent-Child Book Program and other language development activities, parents learned ways to prepare their young children for school. They were taught ways to help children learn through art and musical activities. Parents learned to use inexpensive materials found in the home to create educational projects and games for leisure time activities. They were able to examine the long range impact of parent-child relationships and identified other influences which contribute to the development of children such as nutrition, health, and safety needs.

Child Care Program

Pre-school children who came to the centers with their parents were cared for by trained child care aides. These aides created effective learning experiences for the children while their parents engaged in adult classroom activities. The goal of the Family Life's child care program is to help the children develop a positive self-help concept, improve basic skills, and become more independent. Activities in the program were structured to help

children learn about themselves as individuals. Listening and communicating with the child-care worker and other children increased the language skills. Children participated in other activitires which developed creativity, strengthened both gross and fine motor skills. They learned safety rules for the classroom, the home, and the community. The child-care worker as a member of the Family Learning Center teaching team, cooperated with the ABE and Family Life Education teachers to develop joint learning activities for parents and children.

SUMMARY

The Family Learning Centers consisted of these various programs combined together into a cohesive whole. Field trips planned by the ABE and Family Life Education teachers provided learning activities. Trips included visits to the Cleveland Zoo, the Home and Flower Show, the circus, the library, and a shelter for homeless families. Speakers were also engaged to bring information about topics of interest to parents. Each center was unique to the population and site served as indicated in the following center descriptions.

It is anticipated that children whose parents have participated in the Family Learning Center will develop positive attitudes toward school and become successful in educational pursuits. It is anticipated, too, that the parents will continue to participate in educational activities and that their own growth will parallel their childrens'.

PROGRAM GOALS

The following chart lists the goals and objectives which were used to guide teachers in the development of learning activities for individual classes. Although all classes utilized the same objectives and measurement techniques, the activities and projects which developed varied with the teachers, location, and student interests.

CLEVELAND PUBLIC SCHOOLS — ABE/Family Literacy Project

Name

Goal	Objective/Performance Standard	How Measured	Teaching Activity
To increase adult reading, writing and oral language skills.	75% of the limited English speaking adults will increase reading, writing and oral language skills.	Laubach Way to Reading: Check Up for Skill Books I & II.	ESL Teacher willteach reading and writing skills using the Laubach Way to Reading.
To improve basic literacy skills and reading comprehension of parents.	75% of the American-born adults who participate regularly will, increase their reading levels by at least one grade level	Wide Range Achievement Test TABE Test for some students.	Basic skills teachers will use parent education articles, books, audio visuals to develop reading, writing and language activities.
To provide GED preparation for parents who express this need.	75% of adult participants whose reading levels are 9.0 or higher will improve their scores on the GED Practice Test.	GED Practice Test	GED reading, writing and lenguage skills will be taught through all reading and language activities. Math, science and social studies will be taught individually as needed.
To increase parent participation and involvement in the education of preschool and primary school children.	80% of the parents who participate actively and regularly will: 1. Demonstrate an improved awareness of the physical, social, emotional and cognitive growth patterns of children 2. Experience the joy and importance of being their children's first and most significant teacher. 3. Experience and be able to report on their own reduction of negative feelings and the counter experience of enhanced positive feelings toward their children, their role as parents and their own increase in positive self-esteem. 5. Demonstrate an improved and effective working relationship with their schools. 6. Demonstrate a sensitivity to their children's needs for cognitive and sensory stimulation.	Bromwich Behavioral Analysis System Classroom Observation Parent-Child Book Interaction Card Parent/Child Book Program Parent Interview	Classroom activities will be built around parenting concepts, building self esteem, story telling and the Parent/Child Book Program.

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DESCRIPTION OF INDIVIDUAL CLASSES

Four sites were selected to implement this project. Each of the Family Learning Centers served a different population and was structured to meet the unique needs of the students as well as the instructional approach of the teachers. Each team of teachers developed lessons designed specifically for their location. Following is a description of each of the sites and the structure of the Family Learning Center at these sites. Sample lessons and supporting instructional materials from each sites are provided in Appendix C.

ALFRED A. BENESCH ELEMENTARY SCHOOL

Benesch is an inner city elementary school which has housed an Adult Basic Education class for three years. The class which met four hours per week, was extended to six hours and childcare was added when it became a Family Learning Center location.

The literacy/pre-GED/GED class was taught by the Adult Basic Education teacher from 10:00 a.m. to 12 noon, on Tuesday and Thursday mornings. Parent education was taught by a Family Life teacher from 9:00 a.m. - 11:00 a.m. on Thursday mornings. Young parents and others who were interested, participated in the parenting program. They joined with the rest of the class for academic skills during the remaining class hours. The Adult Basic Education teacher included reading lessons and discussions which were related to family concerns.

ANTHONY WAYNE ELEMENTARY SCHOOL

Anthony Wayne is an inner city school where the principal requested an Adult Education class at the beginning of the school year. After talking with parents at open house, and sending information home with the children, the class was organized. Parents were told that they could have a class for parenting activities and/or pre-GED/GED.

The class was scheduled to meet one morning for three hours. An Adult Basic Education teacher, a Family Life teacher and a child care aide were assigned to the location. In this location, most of the participating parents had high school diplomas and chose to do only parenting activities. Only a few were interested in basic skills and GED.

The teachers planned together and team taught much of the time. The Adult Basic Education teacher spent part of the morning using pre-GED materials and used family oriented materials to teach basic skills the remaining time.

CENTRAL NEIGHBORHOOD OPPORTUNITY CENTER

Central Neighborhood Opportunity Center is a multi-purpose center provided by the Council for Economic Opportunities. Adult Education is one of many services provided by the center. A Head Start Program is also located in the Center.

A strong Adult Basic Education class was already in place at the Center. The ABE class was meeting Monday and Wednesday mornings and some young parents were attending there. Adding the Family Literacy program for three hours on Tuesday and Thursday, provided the opportunity for students to have ten hours per week rather than four.

The Family Learning Center staff consisted of an Adult Basic Education teacher, a Family Life teacher and a volunteer. They team taught on Thursday morning with materials provided by the Family Life teacher.

The ABE teacher provided some individualized basic skills instruction for adults from the Monday/Wednesday class who did not wish to participate in specific parenting projects. The ABE teacher spent Tuesday mornings preparing students for or doing follow-up on field trips, speakers and other activities which occurred on Thursday. This time was devoted to reading and language activities which were based upon family oriented topics.

WEST SIDE MENTAL HEALTH CENTER

The West Side Community Mental Health Center provides many community services, including an Adult Basic Education' English As A Second Language class. The class has existed for several years at the location as an English class for Cambodian refugees. When their teacher suggested the possibility of converting the curriculum to a program for Family Literacy, the young mothers were delighted with the idea. A child care aide was already in place, so only a Family Life teacher was added to the staff. The class time was increased from four to six hours per week.

The English teacher instructed the students in English four hours during the week. In keeping with the Family Literacy curriculum, emphasis was placed upon reading skills and speaking activities with children. Some of the language lessons were related to parenting activities which were introduced by the Family Life teacher who conducted a two-hour session each week. On some occasions, the teachers team taught and parents, children, child care aide and teachers often joined together for holiday celebrations, field trips, creative projects, and play activities.

Since these parents were learning to speak English as their second language, they spent their academic instructional time learning to speak, read and write English. The sessions were individualized so that parents were able

to study at the level which was best for them. In this Family Learning Center, greater emphasis was placed upon reading than is the case in other English As A Second Language classes. The parents learned comprehension through stories and reading exercises in a reading textbook series. They also participated in field trips, art, music and parent-child activities directed by the Adult Basic Education (ESL) teacher and the Family Life Education teacher.

STAFF DEVELOPMENT ACTIVITIES

Adult Basic Education teachers selected for the Family Literacy project were experienced teachers who were flexible, creative and able to motivate and retain adult students. The Family Life teachers were trained and experienced with the family oriented curriculum.

An initial meeting was held to explain the project and to present the goals, objectives, expected outcomes, and evaluation methods. Current research recommendations on family literacy studies were presented to the teachers. They were asked for their input in planning learning activities and selecting materials for their classes. The Adult Basic Education teachers were given suggestions, but no specific materials were required for use in the classroom. Family Life teachers were prepared to work wih a more specific curriculum but were instructed to be flexible in view of student goals, interests, and skills.

A second meeting was held to solicit teacher concerns, identify materials needed and to review the program objectives. The teachers were also involved in developing an evaluation format which was requested by the State Coordinator/Consultant. Sample materials were presented and made available for examination.

The third meeting with teachers, the Adult Education Supervisor and program coordinators was utilized as a time for sharing program activities. Teachers from the four centers told how their classes were operating and shared their problems and concerns.

In lieu of a fourth staff meeting, ABE and Family life teachers were paid for a three-hour session which they spent together summarizing the class learning activities and projects to be shared in this resource guide. The evaluation results and final student projects were compiled at that time.

PART III

FINAL REPORTS AND RECOMMENDATIONS

"SUMMARY OF ACTIVITIES"

ADULT BASIC EDUCATION FAMILY LITERACY PROJECT

JUNE, 1989

Program Objectives	Accomplishments
1. To increase adult reading, writing and oral language skills.	1. 14 Asian parents enrolled in in the Family literacy class have progressed through Laubach Skill Books at their individual levels. They have also read childrens books and told stories to their children.
2. To improve basic literacy skills and reading comprehension of parents.	2. 53 parents in three classes have developed reading skills by reading articles, pamphlets and books on various topics related to family well-being, and enrichment for children.
3. To provide GED preparation for parents who express this need.	3. 14 parents have studied reading, language, math, social studies and science in preparation for the GED Test for High School Equivalency.
4. To increase parental participation and involvement in the education of their pre-school and primary school age children. Parents will: A. Demonstrate an improved awareness of the physical, social, emotional and cognitive growth patterns of children. B. Experience the joy and and importance of being their children's first and most significant teacher. C. Experience and be able to report on their own reduction of negative feelings and the counter experience of enhanced positive feelings toward their childfen, their role as parents and their own increase in positive self-esteem.	4. 53 parents have participated in the following activities which have enhanced their ability to help their children learn and allow them to experience the joy of teaching their children. A. Field trips to the Circus, the library, the Home and Flower Show. B. Making Books for children. C. Reading to children. D. Telling stories to children. E. Playing with children. F. Singing & dancing with children. G. Reading about growth and development. H. Discussions about methods of presentation & learning outcomes.

"SUMMARY OF ACTIVITIES"

ADULT BASIC EDUCATION FAMILY LITERACY PROJECT

JUNE, 1989

Program Objectives	Accomplishments
D. Demonstrate an improved and effective working relationship with their schools. E. Demonstrate a sensitivity to their children's needs for cognitive and sensory stimulation.	
5. To enhance the development of physical, social, emothonal and cognitive growth patterns of children.	5. 23 children in three of the four classes participate in educational and enjoyable activities with a trained child care worker while parents attend class. Children come together with parents for joint activities.

FINAL STATISTICAL REPORT
JUNE, 1989

Cleveland Public Schools ABE/Family Literacy Project

I. Entry Information (cumulative)

adults by age & sex

	M	F
16-24		11
25-44	2	34
45-59		4
60+		2

adults by functional reading level

0-4	15
5-8.9	22
9+	16

OR

beginning ESL	12
intermediate ESL	2
advanced ESL	

adults by race/ethnic group

Group	Number
Black	39
Asian	13
Arabic	1

adult relationship to children

mother	45
father	2
other relative	3
other	3

children served

	M	F
pre-school	16	17
K-3	13	8

II. Briefly describe the following for this reporting period. Attach any related documentation, materials, etc.

1. General characteristics of the class membership -

African-American inner city residents with a strong desire to improve the quality of their lives and the lives of their children through education.

Asian and Arabic parents who need beginning or intermediate English As A Second Language. Several have pre-school children and some have school-age children.

2. Typical weekly schedule -

1 class: 4 hours ESOL - 2 hours reading and story telling
2 classes: 4 hours Basic Skills and G.E.D. preparation
2 hours reading with children & parenting
1 class: 3 hours Basic Skills and G.E.D. preparation for some parents
Parenting class for parents who have completed high school

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BROMWICH - PARENT BEHAVIOR PROGRESSION
TEACHER ASSESSMENT OF PRE/POST PARENTAL BEHAVIOR
IN FAMILY LITERACY CLASSES
1988-89

Teacher observations were made and recorded using the Bromwich (1981) analysis of parental behavior. Clearly the results of the "pre" and "post" teacher reporting indicates that there was tremendous positive growth in the observed parental behaviors. See levels observed below.

	Onset	End	Level of Increase
Level I	40%	71%	31%
Level II	41%	71%	30%
Level III	41%	71%	30%
Level IV	40%	71%	31%
Level V	31%	71%	31%
Level VI	31%	71%	31%

Level 1: The parent enjoys her child.

Level 2: The parent is sensitive observer of her child, reads his behavioral cues accurately, and is responsive to them.

Level 3: The parent engages in a quality of interaction with her child that is mutually satisfying and that provides opportunity for the development of attachment.

Level 4: The parent demonstrates an awareness of materials, activities, and experiences suitable for her child's current stage of development.

Level 5: The parent initiates new play activities and experiences based on principles that she has internalized from her own experiences, or on the same principles as activities suggested to or modeled for her.

Level 6: The parent independently generates a wide range of developmentally appropriate activities and experiences, interesting to the child, in familiar and new situations, and at new levels of the child's development.

SUMMARY

Since this was a pilot project, there was the expectation that changes would be made during implementation to better meet the goals and objectives of the program. The proposed content for the program remained throughout the length of the classes. Certain topics, approaches, and activities were added or deleted as teachers became more familiar with the participants and their individual goals.

As noted earlier, teachers were selected based on some key characteristics. These included the ability to work in a teaming situation, previous experience in ABE and Family Life programs, flexibility, the ability to retain students, and a belief in the Family Literacy approach to ABE. It was assumed that the ABE teacher would teach basic academic skills and the Family Life teacher would cover topics related to parenting, child development, and home management. There was little clarification regarding the relationship between the teachers. As the project evolved, this became apparent as the two teachers attempted to merge their activities and approaches. It also was a source of confusion for some of the students. Some perceived the Family Life component as a separate class and chose to participate only periodically using the time instead to work on assignments from the ABE class.

As the project evolved, the teacher teams took some initiative and began to jointly plan class activities. They attempted to identify topics which would be meaningful and of interest to the parents and which would be conducive to academic skills as well. Unique activities and approaches were incorporated based on the teacher's area of expertise and prior experience with ABE/Family Life. Recognizing the importance of the child's growth and learning as well as the parents, the child care aide was included in the planning. The parents were occasionally given assignments to do with their children. The child care aide reinforced the topic with the children before and after the parents worked with the children. Some of the class activities included: the Parent Child Book program, making books for their children, and field trips. The latter were very popular and successful since many of the

parents had never themselves had the opportunity to visit some of the museums and cultural activities in the city.

The term Family Literacy was a bit confusing to participants. It seemed there were implications from this term which did not accurately and positively describe the participants. Some even found it offensive. Therefore, it was decided to refer to the program as Family Learning Centers since we were attempting to serve entire families and to provide learning opportunities for all family members.

In addition to actual curricular content, a great deal of modeling was provided participants. Both the teachers and child care aides worked together to enhance and reinforce the proram goals. Classes where the content/curriculum blended together and where teachers planned jointly were more effective overall in attaining the project goals. Parents verbalized and demonstrated a more positive attitude towards their children following the program. They seemed better able to recognize the child's strengths and talents and they were able to demonstrate appropriate behavior when reading to their children and disciplining them. The child care support was key to the success of the project since so many of the participants do not have access to regular, quality child care.

The case studies provided in Appendix B reinforce the positive assessments of the program offered by teachers and participants. All felt that the project was sucessful in assisting parents to improve their parenting skills as well as their academic skills. As indicated in the outcomes from the Bromwich test and the case studies, noticeable improvement did appear in the participants' conduct, behavior and interaction with their children. Some of the parents commented on the improved conduct of their children and noticed that they had improved in their ability to get along with peers. They also appreciated the opportunity to take books home to their children and to make educational items to use when teaching their children. The staff felt that they learned a great deal from this pilot and they're looking forward to implementing the recommended changes and new approaches in the 1989-90 project.

RECOMMENDATIONS

Based on the outcomes of the project, the following recommendations are made to others considering a similar undertaking.

1. Marketing the program is an important factor in its success. A positive approach is needed and a strong, competent instructor if participants are to be recruited and retained. A "catchy" name for the program or class will be better received than using the term "Family Literacy".

2. Good teachers are critical to the success of the program. They must be sincere, flexible, creative, and willing to seek out appropriate materials for the students' needs.

3. The content of the course should be organized in such a way that the parenting, child development, and life skills components interweave with the purely academic subjects. Students need opportunities to interact with one another and to work on communication skills and improved self-esteem.

4. Planners should keep abreast of current research in the field as there are many onoing projects having successful results in addressing the issue of intergenerational illiteracy.

5. In-depth, ongoing pre-service and in-service must be available to strengthen teachers' approaches and reinforce and support their efforts.

6. Administrators and teachers must be as creative as possible in gathering meaningful qualitative anad quantitative data to measure growth. Findings must be shared with students to encourage them in their own learning and to assist them in monitoring their children's progress.

APPENDIX A

BROMWICH SYSTEM

Bromwich, R. (1981). Working with parents and infants: An interactional approach. Baltimore: University Park Press

*Parent Behavior Progress (PBP)
Form 2

Level 1: The parent enjoys her child

A. Pleasure in watching child

1. Parent shows or reports pleasure in watching child at lease some of the time.

2. Parent shows or reports pleasure in child's physical appearance or attributes.

3. Parent shows pride in the child in connection with some area of his behavior; ascribes qualities to him that parent values.

4. Parent spontaneously talks about the things her child does that please her.

5. Parent shows or reports pleasure in watching child play with other caregiver or other adult.

6. Parent shows or reports pleasure in watching child play by himself or with other child.

7. Parent shows or reports pleasure in child's enjoyment of his own activities.

B. Pleasure in proximity - including physical contact

8. Parent gives evidence of enjoying presence of child - having child near her.

9. Parent reports that she looks forward to and enjoys doing something with her child (not necessarily only with child - others may be present).

10. Parent gives evidence that she enjoys physical contact with child (without necessarily playing with him).

11. Parent gives evidence that she enjoys some aspects of the physical care of the child.

C. Pleasure in playful or play interaction

12. Parent gives evidence that she enjoys engaging in some type of lay or playful interaction with the child, even if only on her terms - physically, vocally, or with toys.

Level 2: The parent is sensitive observer of her child, reads his behavioral cues accurately, and is responsive to them

A. **Reading biological cues**

1. Parent is able to read or interpret the child's signals of distress.

2. Parent gives evidence of knowing the child's biological rhythms with respect to sleeping, eating, elimination.

3. Parent recognizes signs indicating whether the child is safe, comfortable, and feeling well.

B. **Reading social-affective and temperamental cues**

4. Parent reports on child's responses to herself and to others.

5. Parent is sensitive to child's changes in mood and feelings.

6. Parent makes reference to child's temperamental and behavioral characteristics, i.e. vigor, attention span, reaction to changes, speed of response, etc.

C. **Reading child's response to environmental stimulation**

7. Parent reports details in child's response to his physical environment.

8. Parent shows awareness of the amount of stimulation child can handle and profit from.

D. **Responding to child's needs and cues**

9. Parent adapts caretaking practices in response to child's cues related to his biological needs.

10. Parent is responsive to cold's current interest in being with particular members of the household.

11. Parent is responsive to child's changes in mood and feelings.

12. Parent adapts the kind, amount and intensity of stimulation to what the child can handle and profit from.

13. Parent takes into account the child's level of development and behavior in providing for his safety.

Level 3: The parent engages in a quality of interaction with her child that is mutually satisfying and that provides opportunity for the development of attachment.

A. Parent or stable caregiver time with child

1. Parent provides stable situation where the same adult(s) cares for the child during his wakeful periods of the day.

2. Parent plans her day so that she can spend time with the child, giving some of her attention to him during his waking hours (not necessarily in interaction or alone with him).

3. Parent finds some "special time" during the day that she spends just with the child (in addition to caretaking).

B. Mutuality of enjoyment in interaction

4. Parent and child enjoy spending time in each other's company (not necessarily engaged in an activity with each other).

5. Parent and child interact pleasurably during some caretaking routine.

6. Some non-caretaking interactions between parent and child give pleasure to both.

7. Parent selects things for her and the child to do together that both enjoy.

8. Some pleasurable interactions are initiated by parent, some by child.

9. Sequences or chains or pleasurable interactions between parent and child suggest mutuality in the relationship.

Level 4: The parent demonstrates an awareness of materials, activities, and experiences suitable for her child's current stage of development.

A. Providing and structuring environment for satisfying play

1. Parent provides environment in which child can engage safely in gross motor activity at his skill level.

2. Parent provides materials (not necessarily toys) at child's skill level for adaptive play.

3. Parent provides for some variety in the child's physical and social environment.

4. Parent provides the kind of space for the child that he needs for his level of play.

5. Parent allows infant to touch or play with a variety of things he discovers around him.

6. Parent assures child's access to play materials in a way that makes his selection manageable and leads to profitable play experience: allows physical access, keeps parts together, excludes materials not currently of interest.

7. Parent takers into account the child's particular interest in selecting materials, activities, and experiences for him.

B. Interacting with child to enhance his play.

8. Parent is aware of child's tempo in play and paces appropriately.

9. Parent breaks down elements of task to facilitate child's success (in play).

10. Parent encourages, helps, or redirects child when he has difficulty achieving his goal in play.

11. Parent redirects unacceptable play activity predominately in a positive manner.

C. Providing for language experience

12. Parent responds to child's language.

13. Parent talk to child about what he sees, hears, feels, or does (helps him connect language with what he is experiencing).

14. Parent makes pictures and books part of child's experience.

D. Encouraging positive social behavior/interaction

15. Parent provides opportunity for child to develop self help skills.

16. Parent sets reasonable and age-appropriate limits that encourage behavior which elicits positive feedback from others.

17. Parent deals with child in an affirmative manner the majority of the time.

18. Parent accepts attachment and separation behaviors and responds to them appropriately.

Level 5: The parent initiates new play activities and experiences based on principles that she has internalized from her own experiences, or on the same principles as activities suggested to or modeled for her.

A. **Broadening experiences - including play and language**

1. Parent provides child with a variety of developmentally appropriate materials for different sense modalities and requiring different skills.

2. Parent enhances the quality of play and the child's satisfaction from it by introducing alternative and more complex ways of using materials.

3. Parent finds ways of increasing the child's interest level by the way she introduces or organizes play materials or situations.

4. Parent now differentiates between activities that lend themselves to autonomous play and those that are more satisfying in an interactive situation with an adult.

5. Parent adapts her language to the child's increased complexity of receptive and expressive language.

6. Parent begins to explore new situations and tries different activities to expand the child's experience.

B. **Providing more effectively for social-affective needs**

7. Parent experiments with ways of dealing more effectively with child's undesirable behavior.

8. Parent provides opportunities for a greater variety of social experiences.

9. Parent accepts the child's feelings and helps him to cope with these feelings.

Level 6: The parent independently generates a wide range of developmentally appropriate activities and experiences, interesting to the child, in familiar and new situations, and at new levels of the child's development.

A. **Recognizing child's abilities to profit from more complex**

1. Parent makes everyday family activities and tasks meaningful for the child.

2. Parent allows child to make choices in a variety of daily situations according to his ability to handle them.

3. Parent keeps pace with the child's changing play skills and interest by providing activities that are challenging to him. experiences

B. **Aiding social-emotional growth**

4. Parent anticipates child's responses to changes in his environment, and plans to help the child anticipates and cope with these changes.

5. Parent gives child support as needed in his social encounters.

6. Parent independently adapts her limit-setting methods of discipline to the child's changing level of understanding and degree of self-control.

7. Parent tries to respond in a balanced manner to the child's needs as well as her own and those of the rest of the family.

C. **Utilizing resources**

8. Parent considers community resources as she anticipates the child's social, intellectual, and physical needs.

9. Parent exercises her own judgment before following suggestions of the other "experts" (pediatricians, relatives, peer group, books for parents, etc.)

*Bromwich, R. (1981). Working with parents and infants: An interactional approach. Baltimore: University Park Press

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BEHAVIOR CHECKLIST

PBP-Form 2

Parent: _____ Teacher: _____

Date: _____ Center: _____

Level 1

A. Pleasure in watching child

---- ---- ---- ---- ---- ---- ----
1 2 3 4 5 6

B. Pleasure in proximity - including physical contact

---- ---- ---- ----
3 5 9 10

C. Pleasure in playful or play interaction

11

Level 2

A. Reading biological cues

---- ---- ----
1 2 4

B. Reading social-affective and temperamental

---- ---- ----
3 7 8

C. Reading child's response to environmental

---- ----
6 9

D. Responding to child's needs and cues

---- ---- ---- ---- ----
5 12 13 14 15

Level 3

A. Parent or stable caregiver time with child

---- ---- ----
1 2 3

B. Mutuality of enjoyment in interaction

---- ---- ---- ---- ---- ----
4 5 6 7 8 9

Level 4

A. Providing and structuring environment for satisf

---- ---- ---- ---- ---- ----
1 2 3 4 5 6

B. Interacting with child to enhance his play

---- ---- ---- ----
8 9 10 11

C. Providing for language experience

---- ---- ----
12 13 14

D. Encouraging positive social behavior/interac

---- ---- ---- ----
7 8 15 16

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Level 5

A. Broadening experiences - including play and language

1 2 3 4 5 6

B. Providing more effectively for social-affective needs

7 8 9

Level 6

A. Recognizing child's abilities to profit fr

1 2 3

B. Aiding social-emotional growth

4 5 6 7

C. Utilizing resources

8 9

Comments:

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APPENDIX B

CASE STUDY REPORTS

CASE STUDY REPORT

FAMILY LIFE STUDENT: Josephine

CENTER AND CLASS: Alfred A. Benesch School

TEACHER: Barbara Johnston and Barbara Fields

What are the characteristics of the student as he/she entered our program?

When Josephine first came to us I wasn't sure where she was. She is very bright but also very manipulative. It was hard to discern what was going on in her life. She had a "know it all" attitude that I believe came from not being comfortable about herself. She talked a great deal about surface things but not much about the real issues in her life.

What did you and/or the class do to change his/her behavior?

The babysitting helped a great deal towards giving this mother a chance to stay ina learning environment. The class pulled together to make her feel comfortable and the interaction of the group helped her get in touch with her feelings and know that she had a support group to turn to. Her interaction with the group became more relaxed and comfortable.

Describe the students behavior as you see it today?

I feel that Josephine will be achieving her goal of G.E.D. very soon. She has more direction and drive towards meeting her goals. She has benefitted from the parenting in areas of discipline, expectations, and follow through. She received her certificate at the graduation ceremony and was very pleased with her accomplishments.

CASE STUDY REPORT

FAMILY LIFE STUDENT: Monique

CENTER AND CLASS: Charles Carr Center

TEACHER: Barbara Johnston and Olivia Martin

What are the characteristics of the student as he/she entered our program?

Monique was timid and shy when she came into the group. She had a difficult time expressing herself in a discussion. Her reading skills were at about the 6th grade level. Her support system in working with her 4 children was very fragmented. She had been abused and shared that she really didn't feel very good about herself.

What did you and/or the class do to change his/her behavior?

We were able to build a strong support system that was there for her consistently. We helped her work through some of the feelings she had about not being a good parent. The topics we chose for discussion followed the needs of the class and by being able to discuss feelings she was able to vent anger and resentment and deal with it.

Describe the students behavior as you see it today?

Her self-image is very much improved. She has strong goals and is set on a path toward completing GED. Her feelings about her stength are very strong and she has the strength and singleness of purpose to see that her children are parented in a more realistic purposeful manner. She was very excited about getting her certificate and shared her joy with all of us.

CASE STUDY REPORT

FAMILY LIFE STUDENT: Wanda

CENTER AND CLASS: Charles Carr Center

TEACHER: Barbara Johnston and Olivia Martin

What are the characteristics of the student as he/she entered our program?

Insecure, manifested in a blustery manner. Not sure that she was willing to make the committment to getting her G.E.D. Unsure of what to do with an antagonistic 13 year old son. Comparing children as good or bad and creating a great deal of havoc in her life because of the way she was parented.

What did you and/or the class do to change his/her behavior?

We created a warm trusting atmosphere for her. She had not been in a group of caring people before and her relationship with the school system both for herself and her children was not a very positive one. We were able to show her ways to change her feelings and attitudes by being there for her when she needed us.

Describe the students behavior as you see it today?

Dedicated to completing her G.E.D. She is more positive about her skills in dealing with her 13 year old. She feels better about herself. She has become a part of a strong support group and her brusque way of dealing with people has softened a great deal.

CASE STUDY REPORT

Joyce is a 35 year old married mother of 2 boys, ages 16 and 10 and a daughter age 4. She was friendly, talkative and a little high strung. She and the children were relatively neat and well kept. Joyce had heard of the Family Literacy Program through the PTA. She was expecially interested in the parent/child book unit and in improving her parenting skills in general. Joyce had done volunteer work for an agency that dealt with pre-school children.

Joyce had excellent attendance, and participated fully in all facets of the program. She shared the experiences of her volunteer work, easily grasp the material presented and show signs of having leadership skills. She confided that she was not as self confident as she appeared; through the years her husband has done things to erode her self confidence.

The self esteem building acitivties and strategies proved effective in helping to build her self confidence. Her leadership skills were used when she was involved in planning field trips and some other classroom activities. She was pleased to have learned so much about parenting and improvement in language skills. During the discussion on Career Planning and Job Readiness she revealed the need to find a job to reduce financial pressures. Recently, Joyce was hired as classroom Aide by the Cleveland Public School District. Another student, Denise (case study written on Denise) provides child care for her. She gives Family Literacy Program a great deal of credit for her success.

Family Literacy
Bess Comber
Teacher

CASE STUDY REPORT

Mein is here permanently from Cambodia, she married; husband works; they have 2 grown children, one is married. She takes care of her 6 year old grand-daughter and also cares for one or two Cambodian children whose parents work.

Mein is in the ESL Family Literacy class and the Parenting class and was especially interested in the Child Reading Program. She is a fine lady who is persistant in learning English and American life style. She is interested in everything and really practices the reading, the rhymes, the songs we learned in class and comes back the following week and is able to review the past lesson. She learned how to read while in this class.

I find Mein a good example with her fun and nurturing character, for she brings the generations together, helping to connect age, culture, and change in learning, and adapting to their new American life style.

CASE STUDY REPORT

Minnie Marshall
Teacher

Denise is a 34 year old mother of 3 daughters ages 11, 8 and 3 and a son age 5. She lives with the father of her last 3 children. She is very shy, sullen and lacking in self esteem. She and the children are neat and well kept. Denise was encouraged to attend the Family Literacy Program by a neighbor who thought she "should get out more."

Denise has a poor relationship with the school and neighbors. The conflict with both centered around her 11 years old daughter who was constantly fighting. About 1/3 of her school time was spent at home due to suspensions for fighting. Denise's response to this situation was to "whip" the daughter,then verbally attack and threatened bodily harm to school officials and neighbors. She was strict with the other children, demanding obedience, no talking (no questions) or exploring the surroundings.

We tried to help Denise by using many self esteem building strategies and activities. She was given help in acquiring a greater awareness and understanding of behavior as it relates to the development and growth of children. Tips on how to improve interpersonal relations were given. Improving home and school relations was a major focus. Significant faculty members were encouraged to visit our classes to give each a chance to relate on a positive basis. Field trips served as a way of teaching that children learn by using all the senses and by asking questions. She learned through the parent/child book unit that she was her children's first and most significant teacher. She saw her language skills improve. The lesson on Community Resources made her aware that Juvenile Court was not the only agency that dealt with troubled children.

Denise's relationship with the school has improved. They are not sending her daughter home for fighting but are honoring her request to give in school detentions. The fighting within school and in the neighborhood has decreased. She has made an appointment with Children Services for her daughter. She has become much more relaxed with her children. They can ask questions and explore their surroundings. She laughs and talks a great deal in class. Classmates have commented on the positive change in her behavior. She now provides Child Care for one of the neighbors.

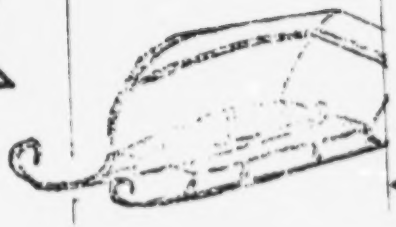
APPENDIX C

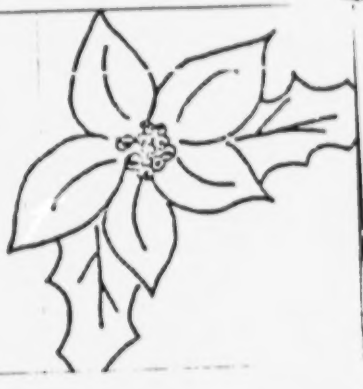
SAMPLE LESSON PLANS

CLEVELAND PUBLIC SCHOOLS
OFFICE OF ADULT AND CONTINUING EDUCATION
FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
Christmas To increase language development for parents and children through parent-child activities based on Christmas festivities.	Pictures of Christmas symbols were shown to parents. Secular and sacred meanings were discussed. Parents cut, stuffed and sewed Christmas ornaments. Parents played Christmas Bingo to reinforce vocabulary. The story of Rudolph the red-nosed Reindeer was told to parents with flannel board illustrations. Parents told the story and sang the song. Parents used flannel board illustrations to tell the story to their children in class. Parents, children and teachers sang, danced, and played together at a Christmas party.	Pictures of symbols Stuffing Cloth for ornaments Sewing materials Christmas Bingo Flannel winter scene Cardboard figures: Santa, reindeer, sleigh Cultural readings	Parents and children gained an awareness of American Christmas celebration and developed language skills. Parents learned new ways to enhance learning through music, art and playing with their children.





Happy New Year

Merry Christmas

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CLEVELAND PUBLIC SCHOOLS
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FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
Cambodian Folk Tales To emphasize the importance of family cultural heritage and to develop language skills.	Parents dictated and copied or wrote Cambodian folk tales that were familiar to them. Parents read their stories and selected sentences for their book. Parents pre-pasted story pages with hand-drawn pictures. Parents corrected grammar and spelling, and wrote final drafts of stories. Parents designed artistic covers and plasticized the covers.	Folk tales glue and scissors heavy paper poster board clear contact paper fine tip magic markers	The importance of family cultural heritage was reinforced. Parents developed a method for sharing a cultural experience with their children. Parents increased reading and writing skills through the creation of their stories. Parents enjoyed using their artistic ability to create covers and pictures.

The

RABBIT

AND

THE WOMAN

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The Rabbit and The Woman

The Rabbit saw a woman. she had bananas in her basket.

The rabbit pretended To be dead.

He lay down in The street.

The woman picked up The rabbit To cook him and put him in The basket on her head

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The rabbit ate all her bananas.
The woman wanted a drink
of water she put her basret
down on The grass.
The woman said The rabbit
Tricked me! my bananas
are gone!

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CLEVELAND PUBLIC SCHOOLS
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FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
Greenhouse Effect on the Earth's Atmosphere To develop scientific knowledge which may be shared with children or used as preparation for GED preparation.	Field trip to the City of Cleveland Greenhouse. Reading lesson from an article on the greenhouse effect on our planet. Discussion about expectations of the effect on Cleveland and the surrounding suburbs. Introduction of the children's book, Air.	News for You - "Trash Grows by Heaps and Mounds" Articles: Pollution:"The Town Died" "The Atmosphere" "State Rule Gives GSX 80% Tax Break" "PTA Council School/ Community Update GSX Proposed Toxic Waste Incinerator"	Parents developed an knowledge about the earth's limited resources. Parents became aware of the toxic waste threat in their neighborhood, and began to think about what they can do. Parents became aware of recycling as an alternative. Parents have the book, "Air" to use for parent-child interaction.

CLEVELAND PUBLIC SCHOOLS
OFFICE OF ADULT AND CONTINUING EDUCATION
FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
Nutrition To develop an awareness for the importance of a balanced, nutritional diet for the family.	Parents received handouts showing four basic food groups. The importance of nutrition was discussed. Nutritional charts were shown and new vocabulary was taught. Parents made placemats using pictures of nutritional foods. Placemats were used at the family table. Parents and children used pictures and charts for vocabulary development and artistic projects.	Basic Four Nutrition Charts, American Dairy Council Magazines Food pictures from the American Dairy Council Clear contact paper Poster board for placemats Scissors and glue	Students selected nutritious foods for placemats. Parents learned new vocabulary and developed language skills through nutrition lessons. Parents learned ways to convey nutritional information to their children.

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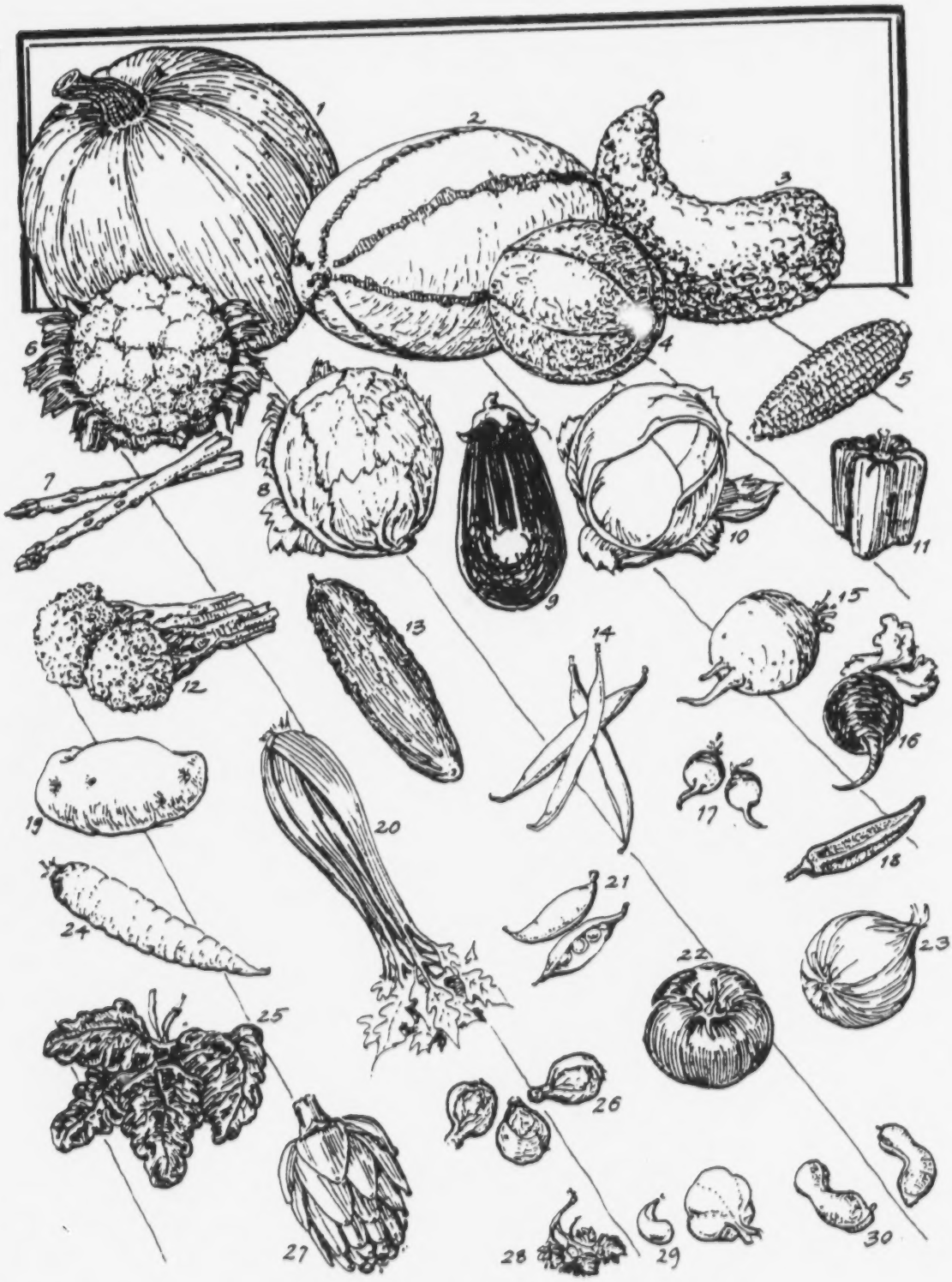

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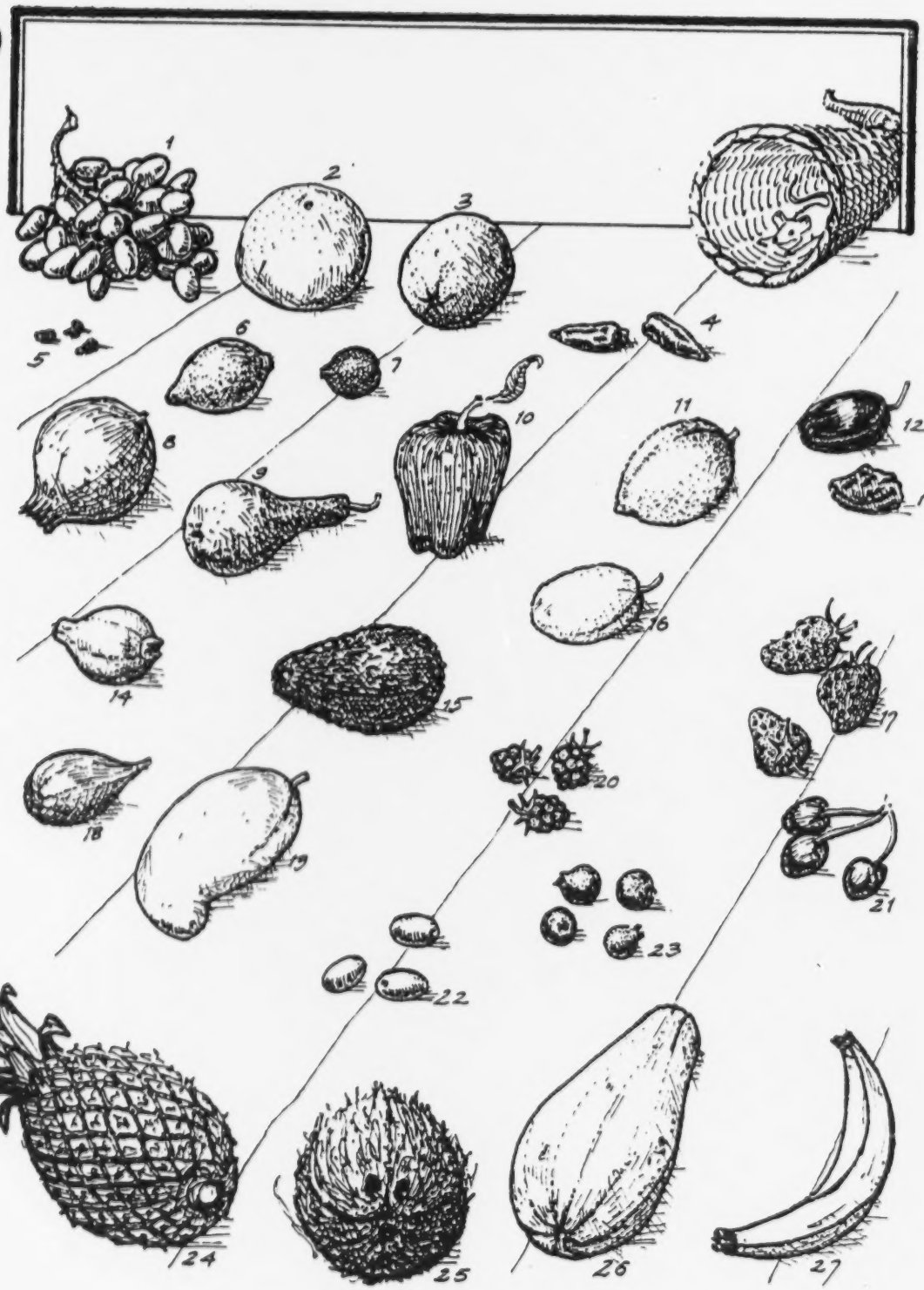

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FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
Dinosaurs To demonstrate to parents, how children learn through museum visits, combined with preparation and follow-up activities.	Field trip to the Cleveland Museum of Natural History for parents and preschool children. Experiences with the movable dinosaur exhibit. Parents created paper dinosaurs for their children. Reading lesson for parents from an article about the extinction of dinosaurs. Timeline of the earth's development was given to parents. Dinosaur songs and a book were given to parents for use at home with their children.	Dinosaur patterns, paper bag, stuffing, colored magic markers, sewing machine Dinosaur names and description sheet Timetable of earth's history. Dinosaur songs Article: "Development of the Earth"	Parents acquired information which could be communicated to their children. Parents and children experienced joy through learning together. Parents learned to use art and music to enhance learning.

DINOSAURS

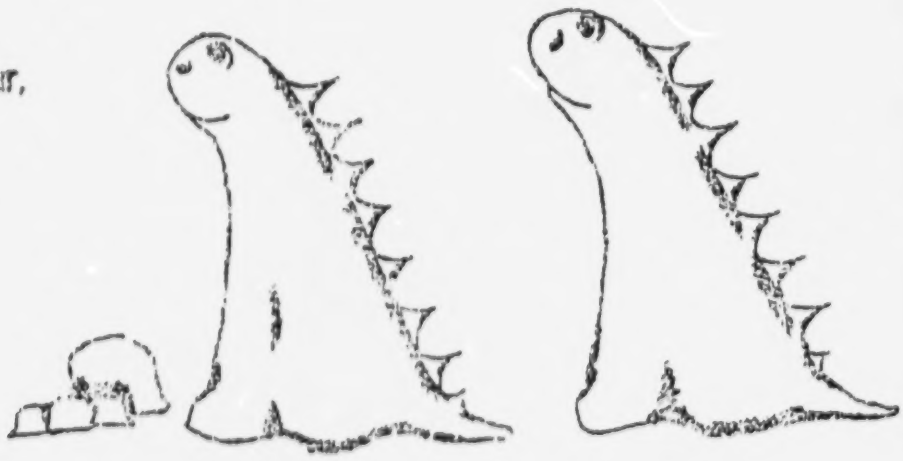
Five enormous dinosaurs
Letting out a roar—
One went away, and
Then there were four.

Four enormous dinosaurs
Crashing down a tree—
One went away, and
Then there were three.

Three enormous dinosaurs
Eating tiger stew—
One went away, and
Then there were two.

Two enormous dinosaurs
Trying to run—
One ran away, and
Then there was one.

One enormous dinosaur,
Afraid to be a hero—
He went away, and
Then there was zero.



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Tyrannosaurus Rex
Sung to: "Mary had a Little Lamb"

Dinosaurs walked on this earth,
On this earth, on this earth.
Dinosaurs walked on this earth,
A long, long time ago.

Tyannosaurus Rex was the king,
Was the king, was the king,
Tyrannosaurus Rex was the king,
A long, long time ago.

Tyrannosaurus (child's name) was the king,
Was the king, was the king.
Tyrannosaurus (child's name) was the king,
A long, long time ago.

I Wish I Were a Great Big Dinosaur
Sung to: "Oscar Meyer Theme Song"

Oh, I wish I were a great big dinosaur
That is what I'd truly like to be,
For if I were a great big dinosaur,
Everyone would be afraid of me.

Dinosaurs
Sung to: "Row, Row, Row, your Boat"

Great big dinosaurs
Lived so long ago.
Some liked land and some liked water,
Some flew in the air.

Great big dinosaurs
Lived so long ago.
Some had horns and some had spikes,
Some had wings like bats.

Great big dinosaurs
Lived so long ago.
Some ate plants and some ate meat,
But now there are no more.

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Dinosaur Fact Sheet

1. Dinosaurs are thougnt to have been reptiles.
   A. Turtles, snakes and lizards.

2. Dinosaurs lived,long ago.
   A. Before houses, Before cars

3. What did the world look like then?
   A. Swamps, trees,busnes, water holes
   B. Where did dinosaurs live?
      a. In the woods
   C. What did they like to do?
      a. Hunt for food
      b. Sleep
      c. Play

4. Dinosaurs are extinct. (disappeared)
   A. We do not have dinosaurs anywhere in the world now.
      A. Why do you think they disappeared?
         Scientists think tne earth got to cold. (NO food)

5. There are many different kinds of dinosaurs (large and small, plant-eaters and meat-eaters, dinosaur who lived on the land and dinosaurs who lived in the water.)

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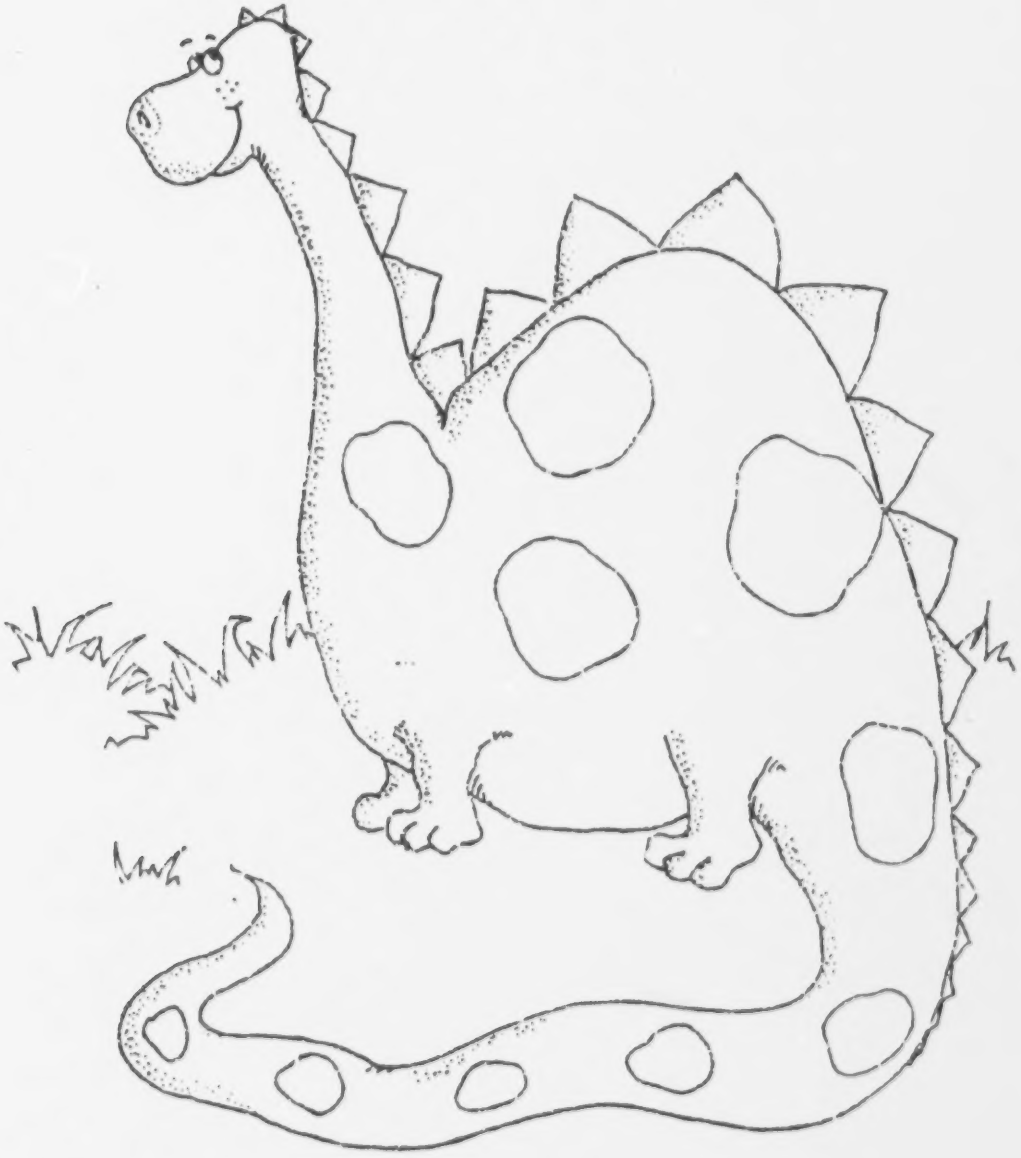
Color the dinosaur green with black spots.



Following one step directions to color a picture
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FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
Time To develop ways for parents to help children learn concepts of time.	Parents made a cloth clock with movable hands and colored numbers which may be used as a pillow. Parents were taught ways to teach time concepts using the clock. A worksheet was used to teach concepts of world time zones. Demonstrations were used to illustrate the relationship of the earth to the sun, and the basis for daylight and darkness.	Pattern, cloth, cardboard, pins, scissors, stuffing, and sewing machine Globe, flat maps, and worksheets	Parents were able to teach or reinforce color, time, and number recognition. Parents developed knowledge which could be used to help children understand concepts of time.

Fill in towns, cities, counties, where you and your family have lived.

KEY:

- ✕ places you have lived.
- ● places your parents have lived.
- ■ places your grand-parents have lived.

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FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
"In Search of Our Roots" Lessons designed to develop an appreciation for family history and ancestry.	Group discussions - Recollection of significant members of the immediate and extended family. Comparison of family traditions. Listing of methods that may be used to trace family history. Oral history projects. Mini-lecture on genetic heredity Field trip to Cleveland Museum of art.	Family Tree Chart Maps Biographical sketch of Alex Haley Photographic accounts by Roland Freeman - "Southern Road/ City Pavement" Articles on heredity	Parents enjoyed the following experiences which may be shared with their children: An opportunity to retrace family history and culture. Heightened self esteem through a sense of self-origin. Increased respect for knowledge and experiences of older family members. Awareness of the importance of stable family realationships. Increased reading capacity.

MY ROOTS

KEY

B BORN
D DIED
O OCCUPATION
R RESIDENCE

BROTHERS	YOU	SISTERS
B	DATE PLACE	B
B	B	B
B	R	B
B		B

FATHER:

DATE PLACE
B
D
O
R

DATE MARRIED

MOTHER:

DATE PLACE
B
D
O
R

GRANDFATHER
NAME:
B
D
O
R

DATE MARRIED

GRANDMOTHER
NAME:
B
D
O
R

GRANDFATHER
NAME:
B
D
O
R

DATE MARRIED

GRANDMOTHER
NAME:
B
D
O
R

GREAT GRANDFATHER	GREAT GRANDMOTHER
B	B
D	D
O	O
R	R
DATE MARRIED:	

GREAT GRANDFATHER	GREAT GRANDMOTHER
B	B
D	D
O	O
R	R
DATE MARRIED:	

GREAT GRANDFATHER	GREAT GRANDMOTHER
B	B
D	D
O	O
R	R
DATE MARRIED:	

GREAT GRANDFATHER	GREAT GRANDMOTHER
B	B
D	D
O	O
R	R
DATE MARRIED	

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CLEVELAND PUBLIC SCHOOLS
OFFICE OF ADULT AND CONTINUING EDUCATION
FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
To build self images of parents and children through increased awareness and appreciation of Black History and Culture.	Group discussions Field trip to the Museum of Art to see Great African Images and Noble Ancestors (Sculptures) Discussion of contributions by Black men and women, past and present. Student research and reports on some newly found Black cultural information.	Calendar of Contributions by Black Americans List of inventions by Negroes - 1870 - 1900 A Legacy to My People by Mary McCleod Bethune Poems and songs by noted Black authors and composers Quiz - Know Your Black History Classroom of African artifacts Pamphlet: "Noble Ancestors, Images of Africa" Cleveland Plain Dealer: Coverage of the Art Museum exhibit,"Images of Africa"	Parents developed skills for recognition of racial stereotypes. Parents became familiar with books which they may use to build their children's sense of racial identity and pride. Parents developed an understanding and appreciation for cultural differences. Parents developed a sense of pride in their ancestry. Historical perspective was provided for Black Americans in history.

School-Level Activities
Sample Plan (cont.)

WHO AM I? - QUESTIONNAIRE

1. I am the fastest woman in the world. I shattered the 100 meters record at the 1988 Olympic trials.
2. I wrote the book ROOTS.
3. I rushed for the most yards in the NFL.
4. I was the first Black mayor of a major city.
5. I am responsible for the success of the four tops and supremes.
6. I have the distinction of having the largest selling record album in history.
7. I am the only Black to serve on the Supreme Court.
8. I am the Black poet who wrote "Mother to Son."
9. I am a Black preacher who ran for President in 1988.
10. I am the most successful female talk show hostess.
11. I wrote the book Color Purple.
12. I starred in "Coming to America" and "48 Hours."
13. I wrote the speech "I have a Dream."
14. I am the only Black man to win at Wimbeldon.
15. I wrote the cartoon "Fat Albert."
16. I was the first black man to play major league baseball.
17. I hit the most home runs in baseball.
18. I won basketball's slam dunk contest two years in a row. (1986 and 1987).
19. I wrote Go Tell it on the Mountain and The Fire Next Time.
20. I wrote The Count of Mount Cristo.
21. I am the father of modern Russian literature I am known as the Shakespeare of Russia.
22. I am an escaped slave who was the first to die for American's independence.
23. I am the founder of the first blood bank.

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24. I am the inventor of the first heater comb that helped straighten hair. I went on to become a millionairess with my hair-care products.

25. I am an intellectual street wise Black man who was assassinated in New York in 1965.

26. I starred in the film "Hail! Hail! Rock and Roll." I am also regarded as the father of rock and roll.

27. I am the Black heavy-weight boxer who starred in the movie "Rocky."

28. I invented the traffic light.

29. I am an educator from the South. I founded Tuskegee Institute in Alabama.

30. I graduated from East Tech in Cleveland. In the 1936 Olympics. I won three gold medals.

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ANSWERS TO WHO AM I? QUIZ

1. Florence Griffin Joyner
2. Alex Haley Jr.
3. Walter Payton
4. Carl Stokes
5. Barry Gordy
6. Michael Jackson
7. Thurgood Marshall
8. Langston Hughes
9. Jesse Jackson
10. Oprah Winfrey
11. Alice Walker
12. Eddie Murphy
13. Dr. Martin Luther King Jr.
14. Arthur Ashe
15. Bill Cosby
16. Jackie Robinson
17. Hank Aaron
18. Michael Jordan
19. James Baldwin
20. Alexander Dumas
21. Alexander Puskin
22. Crispus Attucks
23. Charles Drew
24. Sara Breedlove Walker
25. Malcolm X
26. Chuck Berry
27. Carl Weathers
28. Garrett Morgan
29. Booker T. Washington
30. Jesse Owens

My Last Will and Testament

If I have a legacy to leave my people, it is my philosophy of living and serving.

Here. Then, is My Legacy. . .

I leave you love. Love builds. It is positive and helpful.

I leave you hope. Yesterday, our ancestors endured the degradation of slavery, yet they retained their dignity.

I leave you the challenge of developing confidence in one another. This kind of confidence will aid the economic rise of the race by bringing together the pennies and dollars of our people and ploughing them into useful channels.

I leave you thirst for education. Knowledge is the prime need of the hour.

I leave you a respect for the uses of power. Power, intelligently directed, can lead to more freedom.

I leave you faith. Faith in God is the greatest power, but great, too, is faith in oneself.

I leave you racial dignity. I want Negroes to maintain their human dignity at all costs.

I leave you a desire to live harmoniously with your fellow man.

I leave you, finally, a responsibility to our young people. The world around us really belongs to youth for youth will take over its future management.

Mary McLeod Bethune

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What Is Your Black History IQ?

1. **The first Blacks arrived in Jamestown, Va.,**
   a. 50 years after the arrival of the *Mayflower.*
   b. 100 years after the arrival of the *Mayflower.*
   c. 1 year before the arrival of the *Mayflower.*

2. **Jean Baptiste Pointe DuSable**
   a. led a famous slave revolt.
   b. was the first Black in the National Football League.
   c. founded Chicago.

3. **The first Black player in "organized" baseball was**
   a. Moses Fleetwood Walker.
   b. Jackie Robinson.
   c. Larry Doby.

4. **The first successful operation on the human heart was performed by**
   a. Dr. Christiaan Barnard.
   b. Dr. Daniel Hale Williams.
   c. Dr. Charles Drew.

5. **Abraham Lincoln said a major factor in the preservation of the Union was the contributions of**
   a. the 10,000 Black Union troops.
   b. the 200,000 Black Union troops.
   c. Black cottonpickers.

6. **Of the 44 founding fathers and mothers of Los Angeles,**
   a. 1 was Black.
   b. 4 were Black or descendants of Blacks.
   c. 26 were Black or descendants of Blacks.

7. **The only major male participant at the Seneca Falls, N.Y., convention that launched the U.S. women's rights movement was**
   a. Frederick Douglass.
   b. Wendell Phillips.
   c. Theodore Roosevelt.

8. **Of the 15 jockeys in the first Kentucky Derby in 1875**
   a. 14 were Black.
   b. 1 was Black.
   c. 3 were Black.

9. **Nat (Deadwood Dick) Love was**
   a. a famous Rock star.
   b. a famous cowboy.
   c. a slave artisan.

10. **Madame C. J. Walker was**
    a. a "reader" and spiritualist.
    b. a famous Paris entertainer.
    c. The first self-made woman millionaire.

11. **George Washington, son of a slave, founded**
    a. Mound Bayou, Miss.
    b. Centralia, Washington.
    c. Boley, Okla.

12. **The *Souls of Black Folk* was published in**
    a. 1895. b. 1903. c. 1923.

13. **Benjamin Banneker**
    a. helped survey Washington, D.C.
    b. was a painter. c. was a dancer.

14. **William Alexander Leidesdorff was**
    a. a German-American track star.
    b. a star in the first Black movie.
    c. one of the founders of San Francisco.

15. **The three-way automatic stopsign was invented by**
    a. Alexander Graham Bell.
    b. Garrett A. Morgan.
    c. George Washington Carver.

16. **Nefertari was**
    a. an African-born model.
    b. a fashion designer.
    c. an Egyptian queen.

17. ***Native Son* is a**
    a. TV miniseries.
    b. novel by Richard Wright.
    c. poem by Toni Morrison.

18. **First Black woman to receive a major U.S. government appointment was**
    a. Mary Church Terrell.
    b. Mary McLeod Bethune.
    c. Patricia Harris.

19. **James Weldon Johnson and his brother J. Rosamond Johnson composed *Lift Every Voice and Sing* in**
    a. 1870. b. 1929. c. 1900.

20. **The first major novel published by a Black American was**
    a. *Cane* by Jean Toomer.
    b. *Clotel; Or, The President's Daughter* by William Wells Brown.
    c. *Invisible Man* by Ralph Ellison.

Answers: Give yourself five for each correct answer. If you scored less than 70, you are, according to Black history partisans, culturally deprived and should run to the nearest library and check out a book on Black history.

THE AFRICAN PLEDGE

WE WILL REMEMBER THE HUMANITY, GLORY AND
SUFFERINGS OF OUR ANCESTORS,
AND HONOR THE STRUGGLE OF OUR ELDERS:
WE WILL STRIVE TO BRING NEW VALUES, AND
NEW LIFE TO OUR PEOPLE;
WE WILL HAVE PEACE AND HARMONY
AMONG US.
WE WILL BE LOVING, SHARING, AND CREATIVE.
WE WILL WORK, STUDY, AND LISTEN,
SO WE MAY LEARN; LEARN SO WE MAY TEACH.
WE WILL CULTIVATE SELF-RELIANCE.
WE WILL STRUGGLE TO RESURRECT AND UNIFY
OUR HOMELAND;
WE WILL RAISE MANY CHILDREN FOR OUR
NATION;
WE WILL HAVE DISCIPLINE, PATIENCE, DEVOTION,
AND COURAGE;
WE WILL LIVE AS MODELS, TO PROVIDE NEW
DIRECTION FOR OUR PEOPLE:
WE WILL BE FREE AND SELF-DETERMINING;
WE ARE AFRICAN PEOPLE . . . .
WE WILL WIN!!

black NATIONAL ANTHEM

"LIFT EVERY VOICE AND SING"

1. Lift every voice and sing
Till earth and Heaven ring.
Ring with the harmonies of liberty:
Let our rejoicing rise
High as the list'ning skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past
has taught us;
Sing a song full of the hope that the present has
brought us;
Facing the rising sun
Of our new day begun,
Let us march on till victory is won.

2. Stony the road we trod
Bitter in the chastening rod.
Felt in the days when hope unborn
has died;
Yet with a steady beat
Have not our weary feet
Come to that place for which our
fathers died.
We have come over a way that
With tears has been watered.
We have been treading our path thru
The blood of the slaughtered;
Out from the gloomy past
Till now we stand at last where the
Bright gleam of our bright star is cast.

3. God of our weary years,
God of our silent tears,
Thou who has brought us thus
Far our our way;
Thou who hast by thy might
Led us into the light,
Keep us forever in thy path, we pray;
Lest our feet stray from the places, our God, where we
met thee,
Lest our hearts, drunk with the wine of the world, we
forget thee;
Shadowed beneath thy hand,
May we forever stand,
True to our God, true to our native land.

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THE NEGRO SPEAKS OF RIVERS/ LANGSTON HUGHES

I've known rivers:
I've known rivers ancient as the world and older than the flow of
human blood in human veins.
My soul has grown deep like the rivers
I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln went down to
New Orleans, and I've seen its muddy bosom turn all golden in the sunset.
I've known rivers:
Ancient, dusky rivers.
My soul has grown deep like the rivers.

I, TOO/ LANGSTON HUGHES

I, too, sing America
I am the darker brother.
They send me to eat in the kitchen
when company comes,
But I laugh,
and eat well,
and grow strong.

Tomorrow,
I'll be at the table
when company comes.
Nobody'll dare
say to me,
"Eat in the kitchen",
Then.

Besides,
They'll see how beautiful I am
and be ashamed -
I, too, am America

LENOX AVENUE MURAL/ LANGSTON HUGHES

HARLEM
What happens to a dream deferred?
    Does it dry up
    like a raisin in the sun?
    or fester like a sore -
    and then run?

Does it stink like rotten meat?
or crust and sugar over -
like a syrupy sweet?
Maybe it just sags
like a heavy load.

MOTHER TO SON/ LANGSTON HUGHES

Well, son, I'll tell you:
Life for me ain't been no crystal stair
It's had tacks in it,
and splinters,
and boards torn up,
and places with no carpets on the floor
Bare.
But all the time
I'se been a-climbing on
and reachin' landings
and turning corners,
and sometimes goin' in the dark
where there ain't been no light.
so, boy, don't you turn back,
Don't you set down on the steps
'cause you finds it's kinder hard.
Don't you fall now-
for I'se still goin', honey
I'se still climbing,
and life for me ain't been no crystal
stair.

PERSONAL/ LANGSTON HUGHES

In an envelope marked:
   PERSONAL
God addressed me a letter.
In an envelope marked:
   PERSONAL
I have given my answer

Greater Clevelanders

JOHN O. HOLLY

Biographical Sketch

Unemployment wasn't anything unusual in Cleveland during the Depression, but something about still disturbed John O. Holly.

While the Woolworth's dime store at East 55th and Woodland Avenue was patronized almost exclusively by Blacks, it had recently discharged the only Black among its thirty employees in order to hire another white. On a bleak February day in 1935, Holly took it upon himself to try to do something about it. When his efforts to get the Black worker rehired were curtly dismissed without any discussion by the store manager, John Holly knew that he had discovered his mission--and Cleveland had found one of its earliest civil rights leaders.

Like many in the city's growing post-World War I Black community, Holly was not a native Clevelander. he was born on December 3, 1903, in Tuscaloosa, Alabama, and raised in Virginia by his middle-class parents. He acquired a high school diploma and worked in a Virginia coal mine and a Detroit auto factory, before marrying Leola Lee and moving to Cleveland in 1927.

Holly prospered in pre-depression Cleveland, fathering two sons and finding work at the Halle Brothers department store and later at a chemical company. When the Depression came and he saw many workers losing their jobs, however, he began to attend lectures, join community groups, and study the social problems of the day. It was this awakening consciousness that led him to that self-imposed visit to the neighborhood dime store in 1935.

Unwilling to accept defeat, John Holly then organized other Blacks to work for goals which he knew he couldn't achieve alone. He founded the Future Outlook League on March 4, 1935. Studying the problem of Black unemployment, the League discovered that fewer than 100 out of the 3,000 businesses in the largely Black Central district employed any Blacks at all. There were none at the nineteen A & P stores in the area; only three at the area's sixteen Fisher Brothers stores; and none at the seven neighborhood movie theaters.

The League's first victory came without a struggle, as the J. J. Newberry store on Woodland Avenue averted its threat of picketing by offering to hire one Negro girl on a trial basis. Holly sent a recent John Hay High School graduate to fill the opening, and a week later the Newberry manager asked him to find someone for a second position.

Other businesses required more pressure. A department store at East 55th and Woodland was the target of the League's first pickets, as members arrived with signs reading "Don't Spend Your Money Where You Can't Work." After only one hour, its owner agreed to employ a Black woman as clerk. Since picketing was a relatively new weapon, Holly insisted on discipline and restraint from his marchers. Only once, in 1938, did he lose control of a demonstration, largely through the sympathetic actions of onlookers. Although Holly was arrested, the League still won the desired concessions from the merchants being picketed.

As the Future Outlook League grew in strength and influence, Holly was able to make it his full-time occupation. The League broke the color barrier at the Ohio Bell Telephone Company in 1941, and during World War II extended its campaign to local factories in the defense industry. Through picketing and court actions, such companies as Standard Tool, Warner and Swasey, and Thompson Aircraft Products were persuaded to hire black as well as white "Rosie the Riveters." During its first eleven years of existence, the Future Outlook League had secured an estimated fifteen thousand new jobs for black men and women.

After World War II, as new issues and organizations came to the forefront, the relative influence of the Future Outlook League declined. At its height it had at least half a dozen full-time employees and branches in Akron, Alliance, Canton, Mansfield, Painesville, Springfield, and Youngstown. By the 1950's, however, Holly himself returned to outside employment as a troubleshooter for the Cleveland Service Department.

Much of Holly's later public career was devoted to politics, reflecting the political struggles of the early civil rights movement. As early as 1931 he had joined the 18th Ward Democratic Club, and he was an unsuccessful candidate for City Council in the 12th Ward in 1937. He was also founder and president of the Federated Democrats of Ohio.

In the 1950's Holly attended both the 1952 and 1956 Democratic National Conventions as a delegate. Running for the Democratic nomination for Congress in the 21st District in 1954, he was defeated by veteran Congressman Charles Vanik by only 1,700 votes. His showing was credited with paving the way for the later election of Louis Stokes as the district's first black Congressman.

Holly was active in the Elks Club and a trustee of Mount Sinai Baptist Church. He also served on the executive board of the Cleveland branch of the National Association for the Advancement of Colored People. He lived on East 89th Street, close to the scene of his labors.

Death came to Holly at the age of 71 on December 20, 1974. On October 23, 1988, Regional Postmaster General Jonnny F. Thomas, highest ranking Black in the U.S. Postal Service, dedicated Cleveland's new main post office on Orange Avenue as the John O. Holly building.

CLEVELAND PUBLIC SCHOOLS
OFFICE OF ADULT AND CONTINUING EDUCATION
FAMILY LITERACY PROJECT

SAMPLE LESSON PLANS

OBJECTIVE	METHOD OF PRESENTATION	MATERIALS	LEARNING OUTCOMES
To encourage parents to interact with children and reinforce educational skills during the summer.	Explanation and discussion of the handout, "Language at Home-Things to Do". Discussion of kindergarten skills and the necessary preparation which children need. Classroom reading of resource materials and parent-teacher suggestions of activities for summer parent-child interaction.	Language at Home - Things to Do 80 Skills Children Should Have Before They Start Kindergarten My Bicycle Finger Play Sheet Shopping with Children Tips for Closer Family Ties An Anything Table Family Connections Books for Different Ages and Stages	Parents will have ideas and materials to develop educational activities for interaction with children during the summer vacation from school. Parents will develop a positive relationship with their children as they learn and play together.

80 SKILLS CHILDREN SHOULD HAVE BEFORE THEY START KINDERGARTEN

READING READINESS

-Remember pictures from a printed page
-Repeats a 6 to 8 word sentence
-Pretends to read (and has been read to frequently)
-Identifies own first name in writing
-Prints own first name
-Answers questions about a short story
-Looks at pictures and tells a story
-Understands that one reads from left to right

KNOWS

-Letters of the alphabet
-Some nursery rhymes
-The meaning of simple words

TIME

-Understands day and night
-Knows age and birthday

LISTENING AND SEQUENCING

-Follows simple directions
-Pay attention
-Recognizes common sounds
-Retells a simple story in sequence

SIZE, POSITION AND DIRECTION

Understands concepts of:

-Big and little
-Long and short
-Up and down
-In and out
-Front and back
-Over and under
-Hot and cold
-Empty and full
-More and less
-Fast and slow
-Top and bottom

COLORS AND SHAPES

Recognizes:
-Primary colors
-Triangles, circles, squares

NUMBERS

-Counts to 10
-Can count objects

MOTOR SKILLS: IS ABLE TO

-Walk backward for 5 feet
-Run
-Walk a straight line
-Jump
-Hop
-Alternate feet walking downstairs
-March
-Stand on one foot 5 to 10 seconds
-Throw a ball
-Paste pictures on paper
-Clap hands
-Button clothes
-Build with blocks
-Complete simple puzzles (five pieces or fewer)
-Draw and color beyond a simple scribble
-Zip clothes
-Control pencil and crayon well
-Handle scissors
-Cut and draw simple shapes

SOCIAL EMOTIONAL DEVELOPMENT

-Expresses self verbally
-Identifies other children by name
-Can be away from for 2-3 hours
-Looks forward to going to school
-Can take care of toilet needs
-Can take care of toilet needs independently
-Cares for own belongings
-Dresses self
-Brushes teeth
-Joins in family conversation
-Carries a plate of food
-Maintains self-control
-Gets along with other children
-Shares with others
-Talks easily
-Meets visitors without shyness
-Puts away toys
-Helps with family chores
-Works independently
-Recognizes authority

KNOWS

-Body parts
-Own first name
-Parents' names
-Home address
-Home phone number
-When to use a hankerchief
-Own sex
-Own last name

12/88

LANGUAGE AT HOME-THINGS TO DO

Why	How	Materials
To learn to group objects that are the same.	Cut pictures from a magazine. Label a piece of paper for each group. Put things that are the same on the pages.	Magazine pictures of people, food, furniture, animals. Sheets of paper and paste or glue.
To learn shapes and sizes.	Place objects that are found in a round container, ones that are square in a square container.	round-pie pan plate square-cake pan box objects to put in these containers ball bottle cap beans book marble blocks coin small box
To learn how different objects feel. Name them and tell what they are used for.	Put the objects in a box and hold it above the child's head. He feels an object and tells what it is.	one box or bag objects to use: bottle cap soap brush cork ribbon earring bead candle plastic bag pin
To learn to measure from one container into another.	Put material to be measured on the table and measure from one container to another.	Measure with spoons, measuring cups, box, bowl, pitcher, glass, or pan. Things to measure- cereal beans rice water sand stone
To learn descriptive terms. Example: hard-soft big- little	Use two boxes. The hard objects are put in one box and the soft ones in another.	two boxes pencil sponge comb marble block tissue cotton clothespin wash cloth spoon
To learn to tie, knot.	Tie a knot and have the child untie it. Teach the child to braid, make a bow, lace a shoe.	cord yarn string ribbon
To learn to remember what you have seen.	Put three objects on a table or the floor. Have the child look at them. Have child cover his eyes and take one away. See	Use familiar objects from around the home as listed above.

	if the child can tell you what you took away. Add to the number he sees as he is able.	
To learn about the world he lives in and to learn the words that tell about it.	Visit places like: a grocery store a doctor's office a gas station a post office a library a church a pet store	Give the child the words that go with each place you visit.
To learn to see the things around the child both inside and outside.	Go for a walk on your street, in the park, ride in the car, or in the different rooms of your home.	What do you see: flowers, trees, children playing, dogs, cats, grass, bed, chair, table
To learn rhymes, to memorize, to increase their vocabularies.	Repeat nursery rhymes for the child. Have him repeat them with you as best he is able. Act them out.	Book with nursery rhymes.
To increase their listening skills. To learn if a sound is loud-soft or long-short.	Listen while you're doing the dishes or some other house work. What sounds can you hear? Make sounds with familiar objects, see if the child can identify them and make them himself.	cars on the road, dogs barking, children playing, bells, telephone, toilet flushing, door closing, horns, rattle, whistle, hammer.
To learn to match material by feel.	Cut two pieces from a number of fabric and put one in a bag. Give the child the matching pieces and see if he can reach in the bag and match without looking.	two pieces of a number of different fabrics: satin, cotton, plastic, velvet, terry cloth, corduroy, felt, net, sponge.
To learn to distinguish degrees of hot and cold by touch.	Put water that is different degrees of hot and cold in plastic bottle and have child touch them and tell you how they feel. This is warm, for example.	a number of plastic bottles
To learn to sort by color, size. And in learning to count.	Give the child number of buttons and a muffin pan. Have him sort them first by color, then by size. Finally have him count how many he has of each size and color.	Muffin pan buttons

To improve large muscle coordination.	Stretch a string along the floor and have child walk on it one foot in front of the other. Have him carry an object while walking. The string can be shaped into a circle, square, triangle, or in curves to vary the practice.	a six foot long string
To learn to follow directions given orally.	Give a direction such as, "Get me the chair." As the child is able increase the number of directions in a command. For example, "Go upstairs and get the towel and put it in the basket."	
To learn to listen to the speaker and watch him as he talks.	Encourage only one speaker at a time, but allow each child or adult his turn. Try this at supper time.	Say WAIT - don't speak until child is watching you.
To improve muscle coordination and learn the terms-under, over, beside, on.	Put three books on the floor and put a board across them. You will have two stacks of three books to support the board. Let the child climb, crawl under, stand on this and tell him what he is doing as he plays.	books, a board large box blanket and table (Use box as house and blanket for tent in same way.)
To improve small muscle coordination and eye to hand coordination.	Thread a plastic needle with yarn and let the child string either macaroni or spools.	plastic needle yarn or string spools, macaroni wooden beads
To improve listening, increase vocabulary, and allow the child to copy your speech.	Talk about pictures in a book. Name the objects or people in the pictures. Encourage the child to tell you what he sees.	Colorful books with large simple pictures.
To increase vocabulary and stimulate language at the child's level.	Make a scrapbook of pictures of things the child knows and attempts to say. Add to it as the child learns new words. Allow the child to look at it as he wants to, but share with him when you can.	scrapbook, cardboard and plain paper tied together with yarn. pictures cut from a magazine

ARE YOU READING TO YOUR CHILD ???

TRY THIS IDEA NEXT TIME!!!

CHILDREN NEED TO LEARN HOW TO TURN THE PAGES IN A BOOK AND TO RESPECT THE BOOKS THEY HEAR READ TO THEM. THESE SKILLS ARE LEARNED THROUGH PATIENCE, PRACTICE & IMITATION. WHEN YOU READ A STORY TO A CHILD TRY THESE SUGGESTIONS.

* AS YOU ARE READING A BOOK, SLIGHTLY LIFT THE NEXT PAGE SO YOUR CHILD CAN FINISH TURNING IT. CONTINUE TO READ. REPEAT FOR EACH PAGE. SOMETIMES CHILDREN NEED TO BE REMINDED THAT TURNING A PAGE SHOULD BE DONE "IN A GENTLE WAY."

* USING A BOOK WITH THICKER PAGES, SUCH AS CARD-BOARD, IS OFTEN EASIER FOR YOUNG CHILDREN, AND THE CHANCE OF TEARING IS SLIM.

* LET YOUR CHILD HAVE OLD MAGAZINES AND CATALOGUES. HE CAN PRACTICE TURNING PAGES AT HIS OWN PACE. IF PAGES RIP, THAT IS O.K., THOUGH WE SHOULD HELP THE CHILD TO GO CAREFULLY FROM PAGE TO PAGE.

BOOKS FOR DIFFERENT AGES, DIFFERENT STAGES

Pre-School and Kindergarten

Characteristics of the Child	How This Affects Their Interest	Example
Learning language very quickly	Interested in words; enjoys rhymes, nonsense stories, stories that repeat. Enjoys retelling stories.	Dance Away by Geroge Shannon Giggley-Wiggly, Snick Snick by Robin Supran
Very active, can't sit still very long	Needs books that can be read in one short sitting. Enjoys taking part in the story by naming things, touching, repeating phrases.	Brown Bear, Brown Bear by Bill Martin Jr. Billy Goats Gruff Bro.
Thinks he/she is the center of the world	Likes being part of the story, Likes stories of children like him/herself. Likes to have own name used in place of the main character.	Jaft's Mother, Lewin Good Night Mood, Brow Just Me; Ets
Learning through many first hand experiences	Needs books that help explore the different parts of an idea. Needs books that help a child learn to use his/her senses (seeing, listening)	The Touch Book, Moncun A Tasting Party " The Snowy Day, Keats The Listening Walk, Showers
Likes make-believe	Likes stories with talking animals and things that come alive	The Little Engine That Could - by Watty Piper
Seeks warmth and security from adults	Likes to sit close during storytime. Likes ritual, wants to do things the same way every time. Likes stories to turn out well,. Wants justice to be done and endings to be happy.	Corduroy by Done Freer
Beginning to be a little bit independent	Need books that help a child adjust to new and scary experiences	The Runaway Bunny, Bro. What's that Noise Kauffman Benjie, Lexau The Little Frightened Tiger by MacDonald

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APPENDIX D

CURRICULUM RESOURCES

CLEVELAND PUBLIC SCHOOLS
OFFICE OF ADULT AND CONTINUING EDUCATION
FAMILY LITERACY PROJECT

OUTLINE OF CURRICULUM RESOURCES

West Side Community Mental Health Center

Parenting
Topics Covered in Class

Parent/Child Book Program - 10 weeks
Parents as Teachers
Growth, Maturation and Learning
Language Development - Communication
Nutrition
Care, Concern, and Love
Health Care
Safety and Poisons
Family Tree
Oral History and History of Cleveland
Discipline
Social Development

Books, Periodicals, Articles, and Handouts Used in Class

Children's Books

Bridwell, Norman	Clifford's Manners	Scholastic, Inc., New York, 1985
Brown, Wise	Good Night Moon	Scholastic, Inc., New York, 1987
Erickson, Maureen & Roffey	I Can Get Dressed	Scholastic, Inc., New York, 1985
Erickson, Maureen & Roffey	I Can Settle Down	Scholastic, Inc., New York, 1985
Freeman, Don	Corduroy	Scholastic, Inc., New York, 1968
Highsmith, Roger	My Town	McMillan, New York, 1985
McKee, David	Ring Rollos' Autumn	Viking Penguin, New York, 1987
Zuefert	Nicky the Cat	Viking Penguin, New York, 1987

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OUTLINE OF CURRICULUM RESOURCES

Adult Basic Skills

Adult Books, Periodicals, Articles, and Handouts Used in Class

Blanton, Linda	Composition, Book II	Newbury House, New York, New York, 1988
Bliss, Bill and Molinsky, Steven	Side by Side, Book I	Prentice-Hall, Englewood Cliffs, New Jersey, 1985
Jolly, Julia and Robinson, Lynn	Real Life English Literacy Book, Books I & II	Steck-Vaughn, Austin, Texas, 1988
Kasloff, Tina and Fotinos, Sandra	A Conversation Book, English in Everyday Life, Book I	Prentice-Hall, Englewood Cliffs, New Jersey, 1985
Kirk, Elizabeth Mooney	In the City	New Readers Press, Syracuse, New York, 1982
Laubach, Frank and Laubach, Robert	Skill Book One	New Readers Press, Syracuse, New York, 1982
Laubach, Frank and Laubach, Robert	Skill Book Three	New Readers Press, Syracuse, New York, 1982
Moran, Patrick	Lexicarry - Handbook II	Pro Lingua, Brattleboro, Vermont, 1984